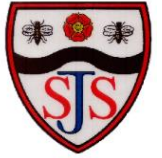


Shadsworth Junior School



Catch-Up Premium Plan

| Summary information | | | | | |
|---------------------|--------------------------|------------------------|-------------------------|------------------|-----|
| School | Shadsworth Junior School | | | | |
| Academic Year | 2020-2021 | Total Catch-Up Premium | £18,400 (Approximately) | Number of pupils | 230 |

| Guidance |
|---|
| <p>Children and young people across the country have sadly, missed several months of quality face to face teaching due to the national lockdown and coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Our original estimation will be anything up to six months of reduced learning this is our plan to show how we intent to narrow and remove that gap in learning.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in our school.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> |

| Use of Funds | EEF Recommendations |
|---|---|
| <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support |

Identified impact of lockdown

| | |
|-----------------|---|
| Maths | <p>Specific content has been missed, leading to gaps in learning and pupils falling behind. Recent data shows a fall back of about 4/5 months. Larger gap identified for vulnerable groups</p> <p>Recall of basic skills has suffered – children are not able to recall basic number facts and times tables etc. and forgotten key mathematical knowledge. Mental maths strategies built into every lesson, this was picked up in our basic skills assessments and Rising Stars test week in October 2020.</p> <p>Pupils in the middle to bottom of the class have the biggest drop in learning. This included pupils on a FSM / PP / SEND</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Limited amounts of writing seem to have been done during lockdown and the summer period and this reflects in our recent teacher assessments where pupils show the biggest drop. We are working on most children being at least 6 months behind. This is why we are dedicating one full afternoon to Talk for Writing in addition to reading and writing sessions every day.</p> <p>Pupils in the middle to bottom of the class have the biggest drop in learning FSM / PP / SEND</p> |
| Reading | <p>Children accessed reading during lockdown less than any other subject. Children had access to online books via our website but many did not access this. We are unable to send books home under the current risk assessment therefore there is a daily reading session in school in which the time has been extended.</p> <p>Pupils in the middle to bottom of the class have the biggest drop in learning FSM / PP / SEND</p> |
| Non-core | <p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> |

Planned expenditure - The headings below are taken from the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
|--|--|--|--------------------|----------------------------|
| Children in all classes and groups, make accelerated progress in reading and maths and close the gap that has opened in their understanding acknowledge of basic skills | Tuesday evening has a focus on reading and comprehension Thursday as a focus on basic skills development in Maths 12 teachers - £60 per week for 10 weeks Cost: £7,200 | Target Tracker Teacher Assessments December 2020 and Rising Stars Test 2 in February 2021 | All Class Teachers | February 2021 |
| Baseline assessments will be a focus for clear and detailed planning to make sure teaching is targeted at exactly the right areas and accelerates the learning and recap of basic skills in the core subjects. | School written basic skills sheets for core subjects used in early days Rising Stars Assessments for taken in October, February and July. Full data analysis and comparison of TA and Test result and focussed targets set. Cost: £2,480 | | MH | October, February and July |
| A whole school online learning platform that is consistently used both in school and whilst learning from home. Children are totally familiar with the platform and can use it confidently independently. | Purchased Learning by Questions Staff Fully Trained via Zoom Children taught how to use the platform ins school before being able to access from home. Cost: £1774 | Learning is effective and progress is made whether children are learning at home or in their classroom | MH / JH | Feb 2021 June 2021 |
| Total budgeted cost | | | | £11, 454 |

| ii. Targeted approaches | | | | |
|--|--|--|----------------------------|-----------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| Pupils who have developed stress and anxieties due to lockdown are confident coming to school and have excellent attendance and reduced anxiety so they can learn effectively. | <p>Two Emotional Literacy Support Assistants to set an initial questionnaire for all pupils on their experience of Lockdown during Covid 19.</p> <p>1:1 support of identified pupils daily as needed</p> <p>Small group work each week</p> <p>Provide resources to support mental health wellbeing when children are at home.</p> <p>Cost: £8018 X 2 Equivalent to 4 days a week ELSA time</p> | All children feel safe and are accessing school daily. For children who are isolating or shielding, regular contact is made by the ELSA's and support offered remotely via zoom and phone calls. | AB / AN | End of each half term |
| <p>That Google Chrome Devices purchased by school and DfE are in daily use at home and in school.</p> <p>Charging cabinet for 15 devices allocated to each classroom.</p> | <p>Purchase charging trolleys for the Google Chromes we have purchased ourselves and those given to us by the DfE.</p> <p>Cost: 5 charging trolleys at £1K each (approximately)</p> | Google Chrome devices are used in school at when children are working from home. All children have access to a suitable device when working at home. Children are confident to access learning from home and engage in their learning. | JH / JM / AG | End of each full term |
| | | | Total budgeted cost | £24,472 |